



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

November 2015

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School Board Professional Development Training Series

There are numerous educational programs and initiatives administered in the North Dakota Department of Public Instruction (NDDPI). It is recognized there is a need to share and disseminate training information. Across the nation, there is also an intensified focus on the need for professional development for school board members.



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



The NDDPI is pleased to announce that a school board professional development series has been created. This is a collaborative project between:

- ◆ NDDPI
- ◆ North Dakota Regional Education Associations (NDREA)
- ◆ North Dakota School Boards Association (NDSBA)

This series provides school board members with information and training on a variety of educational topics. The format is delivered through short, easy-to-access recorded trainings that include a PowerPoint presentation. The concept is to allow school boards the ability to review one training per school board meeting. All trainings can be accessed on the NDDPI website at www.nd.gov/dpi/about/schoolboardPDseries/.

The online chart outlines those training topics to be addressed by the NDDPI staff. Trainings are posted as they become available. Once other trainings are available, they will be posted and linked on the site. The professional development trainings compiled by the aligned REA initiative are also listed on this website.

We welcome feedback! If you would like, please provide feedback on any of the recorded trainings or suggest additional topics for future trainings. A feedback form is available at www.nd.gov/dpi/about/schoolboardPDseries/.

Division of Student Support & Innovation

Manager's Report by Laurie Matzke

ESEA Reauthorization Update

Here we go again! Things are moving in Washington, D.C.

- ♦ The chairs and ranking members of the education committee have apparently reached an agreement on a reauthorization framework to bring before the conference committee.
- ♦ An estimated timeline of events includes:

Meetings to be Held	House and Senate Events
November 16-20, 2015	Appoint conference committee members
November 30, 2015	File conference report
Early December 2015	House vote
Mid December 2015	Senate vote
Before holiday break	Send bill to the President

- ♦ Key provisions included in the framework include:
 - Assessment requirements basically remain the same (grade levels, annually, 95% rule)
 - Allows states to create their own opt-out laws regarding assessment
 - No changes to the Title I funding formula
 - Changes to Title II formula (which funds teacher quality) that would be a boom to rural states
 - States define accountability system
 - States must address 5% lowest performing schools
 - States must take action against closing the achievement gap
 - No Title I portability
 - Some programs are consolidated in a block grant. However, we're hearing that Title I, Title II, Title III, Migrant Education, and 21st CCLC programs are not in the block grant and remain separate grants.
 - Supplemental Educational Services eliminated
 - Supplement, not supplant regulations redefined

Reauthorization Regional Trainings

Every Student Succeeds Act (ESSA)

Mark your calendar to attend one of three regional trainings this spring to learn about the reauthorization!

April 7, 2016

Cambria Hotel & Suites
West Fargo, ND

April 12, 2016

Grand Hotel
Minot, ND

April 13, 2016

Baymont Inn & Suites
Mandan, ND

Office of Special Education

Director's Report by Gerry Teevens, Director

North Dakota Schools Becoming Engaged in the Special Education Continuous Improvement Planning Process

Over the years, special education has been going through a progression of change. We have left behind us the 1970s and 1980s when obtaining secure physical access for children with disabilities was the priority. In the 1980s and 1990s much attention was paid to compliance and procedural safeguards. Today, special education is undergoing a period of accountability and a focus on results.

IDEA 2004 expanded accountability to the state and school district levels. The accountability requirement for State Education Agencies is the State Performance Plan (SPP). Each state was required to develop and submit a plan by December 2005. The SPP provides a strategic framework for the state to improve certain areas of special education services for children and youth with disabilities. The SPP is made up of 17 indicators or areas where states collect data to determine their level of performance, set targets for improvement, and develop improvement strategies for children with disabilities. Each year, the state submits an Annual Performance Report (APR) to the U.S. Department of Education (USDE) on the 17 indicators. The SPP is the *plan* and the APR is the *report on the progress of that plan*.

The USDE has termed this initiative towards increased accountability the "Results Driven Accountability". As a result of this initiative, the SPP now includes the requirement of a State Systemic Improvement Plan (SSIP) which is Indicator 17 of the SPP.

As a result of this SSIP requirement, the NDDPI is currently rolling out a newly required special education continuous improvement planning model. Public schools will have a goal specific to this effort entered into their School Improvement plan before the end of January, 2016. The special education units are setting up leadership teams that will guide the unit and its schools through a needs assessment process to identify the goal. That process is being conducted this fall. The goal is to identify those evidence-based and promising practices that schools will implement to improve educational services for students with behavioral, social/emotional, social communication, and mental health needs. Improving educational services will increase the graduation and achievement proficiency rates and decrease the drop-out rates for these students.



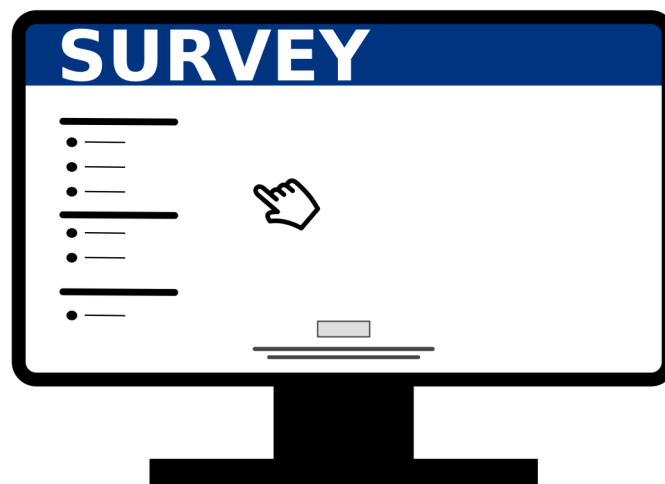
Update on Title I Credentials

On October 20, 2015, the NDDPI disseminated statewide, a memorandum and a survey pertaining to the current Title I credentialing system. The memorandum and survey was intended to gather public feedback regarding the idea of repealing the Title I credentials. The idea was suggested to help address the current North Dakota teacher shortage by reducing barriers to attract teachers to the state and in particular rural areas.

This credentialing system is not a requirement under No Child Left Behind, but is part of the North Dakota Administrative Code (also known as administrative rule).

The NDDPI values the current Title I credentialing system, but also recognizes the challenges faced by teachers, schools, and districts. Since the department is in the process of updating its entire set of administrative rules, this is the most logical time to have a discussion regarding the credentialing system.

The survey remains open and there is still time to voice your opinion. Educators can complete the quick survey at www.surveymonkey.com/r/Credentialreq to give your vote on this topic.



If you have any questions or would like additional information, please email [Laurie Matzke](mailto:Laurie.Matzke@nddpi.org) or call (701) 328-2284, or email [Sandy Peterson](mailto:Sandy.Peterson@nddpi.org), NDDPI credential administrator, or call (701) 328-2170.

The survey will officially close December 1, 2015. Once the survey has closed, staff in the Division of Student Support & Innovation will have a conversation with Superintendent Baesler regarding how best to proceed.

The NDDPI will then communicate statewide our decision and the ramifications for North Dakota educators.

Reallocated Title I and Title II Funding

The deadline to apply for Title I and/or Title II reallocated funds has expired. The Office of Federal Title Programs has begun the approval process for those districts that applied for Title I and/or Title II funds. We hope to have all applications approved by early December.

Once the process is complete, the NDDPI will have disseminated over \$1.2 million in Title I reallocated funds and approximately \$150,000 in Title II reallocated funds.

We are very fortunate this year to have a significant amount of reallocated funds available. Districts are cautioned, however, to not count on these funds being available in the future. A district with a large allocation opted out of applying for federal funds which greatly contributed to why we had such a large amount of funds available. Accepting federal funds is an annual decision, so we don't know what the status will be next fall. If your district received reallocated funds, we offer the following reminders to ensure that the federal regulations are being adhered to:

- ◆ As a reminder, your local school district accounting ledger for 2015-2016 must reflect the amounts approved by the Office of Federal Title Programs for the 2015-2016 school year. Districts should use the following codes to account for the Title I and Title II funds in their local accounting ledger:
 - Project Code 068 – Title I
 - Project Code 075 – Title II, Part A Teacher/Principal Training
 - Project Code 082 – REAP/Transferability
 - Program Code 298 – All Reallocated Funds
- ◆ When submitting the Title I Final Financial Report in July 2016, school districts will be required to complete and submit the Reallocated Funds Addendum and a copy of the ledger.
- ◆ Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This code must be used any time funds will be used to purchase a service. All activities coded to object code 300 (Purchased Professional and Technical Services) must be evidenced with a contract. A sample contract template is available at www.nd.gov/dpi/Administrators/FTP/Resources/fiscal/.

Title II Carryover Funds—New Policy

The NDDPI, historically, required districts that carried over Title II/REAP funds into the subsequent school year to have those carryover funds obligated by December, and those funds had to be paid out and requested from the NDDPI by mid-January.

The NDDPI is revising our policy on the Title II carryover funds. Effective immediately, districts will have the entire 2015-2016 school year to use their Title II carryover funds.

If you have any questions regarding this information, please email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284.

New Assistant Director in the Office of Academic Support

Welcome to Russ Ziegler – New Assistant Director in the Office of Academic Support!



I am excited to join the ranks of the NDDPI staff as an Assistant Director/ Content Specialist in the Office of Academic Support. Some of the projects that I will be working with include: CLEM, LEND, Advanced Placement, Math Leadership Team, and the Red Light/ Green Light standards implementation project, just to name a few. I hope to be able to help the districts, and more importantly, the students of North Dakota in the education process.

I was born in North Dakota, Valley City to be exact. My wonderful parents liked to move so I have lived all over the state and the country. I went to elementary school in Dickinson, ND then it was off to Louisiana. During my 6th grade through half of my 11th grade, I attended four different schools in Northern and Southern Louisiana. I have to laugh because people in North Dakota talk about

the difference between east and west, but that is nothing compared to the difference between Southern Louisiana and Northern Louisiana. During my 11th grade year, my family and I moved to Las Vegas, Nevada. Talk about a culture shock. I attended one of the two high schools in Las Vegas that were considered “gang” schools, this was in the late 80s and early 90s. Many people would think that moving so much was a bad thing. Honestly, moving all over was a great learning experience for me and seeing the diversity and different cultures is something that I will always remember. This, I feel, has also helped me with my own personal and educational achievements.

During my senior year of high school, I joined the United States Marine Corps Reserve and was going to be a weekend warrior. Easy money for college and I didn’t have to leave home, right? Wrong! During my second year at the University of Nevada Las Vegas my unit was activated for Desert Storm. I was not fully trained for my job so I was pulled out of college and sent to sunny California to finish my training. I spent the rest of that school year at Camp Pendleton by San Diego. My unit was sent to Okinawa, Japan. While I was finishing up my training, Desert Storm had ended so I was sent back to Las Vegas after I completed the training. I did start school again the next year and went for one semester. After that semester, I moved back to North Dakota and finished my Bachelor of Science degree in Mathematics Education at Dickinson State University.

While I was at Dickinson State, I met my wife, Carrie. We have been married now for 20 years and have two wonderful sons; Marshall who is 17, and Derrick who is 15; and a 13 year old Bassett Hound, Bowzer. My wife is also in the education field and was a science teacher in Dickinson before our move to Bismarck this past August. Before our move, I was the secondary principal at Richardton-Taylor High School. We spent eight great years in Richardton that I will never forget.

As I stated earlier, I feel that all of my life experiences have helped guide me to where I am today. I am looking forward to working with all of the individuals at the NDDPI and hope to contribute to their efforts!

New Administrative Assistant in the Office of Federal Title Programs

Welcome to Angie Thomas – New Administrative Assistant in Federal Title Programs!



I consider myself lucky to have grown up in Hazen, ND. I attended college at NDSU in Fargo and moved to Bismarck in 2000. I'm currently working on finishing my Bachelor's degree in Accounting from Dickinson State University.

I recently celebrated my four-year wedding anniversary with my great husband, Ryan, in September. He works in the oil industry as a pumper and is based out of Stanley. We have two amazing Yorkies, Bristen and Briden. They are extremely spoiled and run our house!

In my free time I enjoy watching my favorite football teams, attending concerts, reading, spending time with friends and family, and traveling.

I'm very excited to join the NDDPI and look forward to working with each of you!

Federal Title Programs Monitoring

For the 2015-2016 school year, 14 districts have been pre-selected to participate in the self-monitoring process. An additional four districts will receive an on-site visit. Two large districts will also be monitored on-site by a team of staff from the Office of Federal Title Programs. The list of 20 districts being monitored this year along with the contact person who is assigned to review each district can be accessed at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Monitoring/.

Please do not submit any monitoring information until you receive official correspondence from the Office of Federal Title Programs.

The selected districts can expect to receive correspondence from the Office of Federal Title Programs in late November outlining monitoring directions, the review process, etc. It is important for you to review this correspondence prior to submitting your monitoring information.

The self-monitoring guide has been updated and is now posted on the new website at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Monitoring/.

The Office of Federal Title Programs is in the process of updating the document that provides examples of the appropriate documentation to be submitted for each section of the monitoring guide. As soon as it is complete, it will be posted on the new website.

If you have any questions regarding this monitoring process, please feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284 or your [contact person](#) within the Division of Student Support & Innovation.

AdvancED Letter Headed Your Way!



Keep on the lookout for a letter from Dr. Mark Elgart, President of AdvancED. Dr. Elgart will be talking about the “next-generation school improvement tool: eProve” This tool will be replacing ASSIST as the platform for school improvement documentation and work. The new eProve platform will be more robust and will help guide you in your school improvement process.

We understand that many individuals will have mixed feelings about going to a new tool, especially if they have current work in the old tool. We want to assure you that the NDDPI will be working hand-in-hand with AdvancED to make sure this is a smooth transition.

The first step with this process will be the surveys. Starting in January all schools with AdvancED will have access to the eProve Surveys. The eProve Survey tool is more robust and will allow you to customize surveys and even create your own for different projects in your school or district. You will also be able to create reports from the surveys right in the eProve tool. If your school or district is not ready to proceed at this time, the surveys in ASSIST will remain active and useable.

AdvancED and the NDDPI will be in communication to make sure that the rollout of the new tools in the eProve system will be as smooth as possible. This rollout will not happen overnight, we want this rollout to flow seamlessly for all schools in North Dakota. As AdvancED launches trainings, we will keep all of you informed about the trainings that will occur.

This does not change any of the current ASSIST reporting, it is simply a new tool for schools to access. The eProve platform does not impact the Title I schoolwide plan reporting at this time. The reporting for accreditation and Title I schoolwide plans will remain in ASSIST, however, the eProve is a new tool for schools to use to create, launch surveys, and allow for flexibility to customize surveys and survey reports.

If you have any questions or concerns:

- ♦ Email [Tamara Bauck](#) or call (701) 328-2755 for questions concerning Teacher and School Effectiveness
- ♦ Email [Stefanie Two Crow](#) or call (701) 328-2287 for questions concerning federal Title programs
- ♦ Email [Angie Koppang](#) at 1-888-413-3669 ext. 5754 for questions concerning AdvancED



New Assessment Approved for Paraprofessionals to be Highly Qualified

The NDDPI has expanded its list of approved assessments to include seven options for documenting qualification requirements for paraprofessionals under the NCLB Act. Any paraprofessional needing to meet the qualifications by taking one of these state approved assessments must complete all of the necessary requirements. For each of the assessment choices, the applicant must complete and pass assessments in the areas of reading, mathematics, and writing.

1. The ParaPro® Assessment was developed by the Educational Testing Service (ETS) for prospective and practicing paraprofessionals. It measures skills and knowledge in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction. North Dakota's composite passing score is 464.
2. The Praxis® Core Academic Skills for Educator (CORE®) tests replaced the Praxis I® (PPST®) effective January 1, 2014. The CORE® tests measure academic skills in reading, mathematics, and writing. These tests are designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. North Dakota's composite passing score is 466.
3. The ACT WorkKeys® is a job skills assessment system that measures foundational and soft skills, as well as specialized assessments to target specific needs. North Dakota's passing scores are 4 in Reading for Information, 4 in Applied Mathematics, and 3 in Writing/Business Writing.
4. The ParaEducator PD Now!® assessments provide districts with a measure of the knowledge and ability for paraeducators in reading, mathematics, and writing instruction. North Dakota's passing scores are 65% in Reading, Mathematics, and Writing – Instructional Support (Assessment 1) and 65% in Reading, Mathematics, and Writing – Knowledge & Application (Assessment 2).
5. Project PARA is a school based instructional resource that is designed to give schools optimal flexibility in how they decide to use the program. It contains fourteen units and three assessments that cover a variety of topics to aid paraprofessionals with the development of skills needed to work effectively in a classroom setting. Project PARA offers a series of six tests that must be completed to satisfy Title I-NCLB requirements. The tests are aggregated and averaged into one composite score of 69%.



More information regarding these assessments as well as the application for the Paraprofessional Certificate of Completion are available online at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Para/.

Report on Title VI Professional Development Grants

At the beginning of the 2015-2016 school year, districts were provided an opportunity to apply for Title VI funding to offer high-quality professional development for North Dakota school district administrators, principals, teachers, and paraprofessionals.

The department received over 40 applications and was able to fund nearly \$780,000 in professional development activities. The grant applications included professional development activities such as:

- ♦ Contracting with an REA to provide onsite, standards based professional development
- ♦ Curriculum alignment activities
- ♦ PLCs and book studies
- ♦ New teacher mentoring focusing on standards implementation

If you have any questions regarding the Title VI Professional Development Grants, please email [Ann Ellefson](#) or call (701) 328-2488 or email [Jane Gratz](#) or call (701) 328-2292.



Leveraging the Senior Year

This two-pronged initiative funded by the 2015 Legislative Session has projects happening simultaneously to address the needs for secondary students to be college and career ready. It ensures that all students grow academically during their secondary career.

The first prong of Leveraging the Senior Year ensures that students who are not on track to take credit bearing courses their first year of college can get the extra instruction they need their senior year. This approach is referred to as College Lab for English and Math (CLEM), or MyFoundations Lab. Students will have the opportunity to pursue CLEM coursework which will help address the credit bearing courses in which they are struggling. The NDDPI will be working with the ND University System to accept MyFoundations Lab instruction as proof that remediation is unnecessary at the college level.

The second prong of Leveraging the Senior Year ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework through Advanced Placement (AP) classes. In order to do this, additional professional development will be available for experienced and new AP teachers. Additionally, state funding will be used to cover the expenses of AP online coursework, AP exam fees, and scholarships for students.

Additional information, including a [Recording](#) and [PowerPoint](#), can be found [online](#). Additional information regarding these two initiatives will be posted online as it becomes available.

2014-2015 School District Profile Update

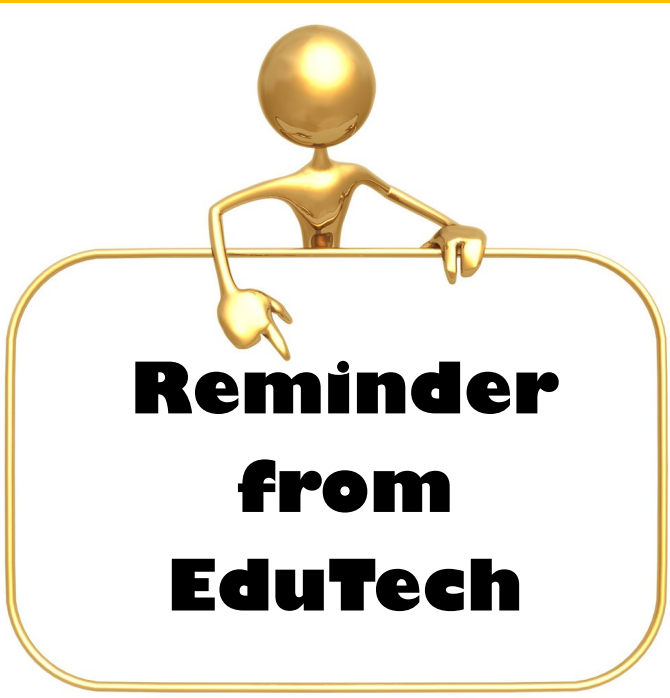
The state must prepare annual report cards, also called school profiles, for parents and the public on the academic achievement of students at the state, district, and school building level. Report cards for past years have been compiled by the NDDPI and are available on the department's website at www.nd.gov/dpi/report/.

The Division of Student Support & Innovation would like to update you on the release of the 2014-2015 School District Profile (also known as the School District Report Card). Due to the AYP Freeze Waiver and administering a new North Dakota State Assessment last spring, the development and dissemination of the 2014-2015 profiles/report cards will be delayed.

Information includes statewide school plant performance data and statewide district performance data, as well as information on the district's assessment, demographics, and the statewide district performance summary. It takes time to generate data for each of these categories; therefore, the release of the School District Profile reports is delayed in comparison to the assessment results.

Districts must notify parents each year when the report card has been developed and provide an opportunity for parents to review the documents, if requested. Most districts choose to inform parents of the availability of this information through their school newsletter. In addition to providing a website address for the document, you must also inform them as to how they can review a written copy made available by the district (i.e., copy in school office, library, etc.).

We will continue to keep school personnel informed of the status of the 2014-2015 profiles and will notify you once they are available so that you can disseminate the information to parents. It is anticipated the report cards/profiles will be available in February 2016.



**Reminder
from
EduTech**

Sendit email accounts will be discontinued on December 31, 2015, and logins will no longer function. If your school district HAS NOT YET transitioned to Office 365 and K12 accounts, please go to

www.edutech.nodak.edu/365

for Office 365 information then contact your EduTech Regional Information Technology Specialist to help initiate your transition.

If you would like assistance, please contact:

EduTech Help Desk

help@k12.nd.us

(800) 774-1091 (ND toll free) or (701) 451-7400

Introduction to the North Dakota Native American Essential Understandings (NDNAEU)

In the spring of 2015, the North Dakota Department of Public Instruction brought together tribal Elders from across North Dakota to share stories, memories, songs and wisdom in order to develop the North Dakota Native American Essential Understandings to guide the learning of both Native and non-Native students across the state. Similar Essential Understandings have been developed and are being used in several other states already, and more are making plans to begin a similar process. Many tribal Elders have had input into these understandings, and it is hoped that the NDNAEU themselves will open up many more additional opportunities for tribal Elders and Educational Leaders to impact ND classroom practice with important tribal stories, songs and cultural perspectives.

The learning benefits to ND students who have a tribal or native heritage are clear. According to research around Culture Based Education (CBE), "...in culture-rich environments, teachers push beyond conventional best practice to achieve greater relevance, relationships, and rigor using culturally responsive, relevant approaches. Teachers can and must make learning culturally meaningful to their students and families by honoring culture and place in teaching and learning with respect to the heritage language, family and community involvement, instructional content and context, and authentic assessment" (Kana'iaupuni and Ledward, 2013).

The benefits to ALL students who learn in educational environments that are culturally responsive and value multiple cultural perspectives are clear. The following is a summary of outcomes connected with multi-cultural education compiled in ASCD Express, Vol. 6, No. 15., 2011 (<http://www.ascd.org/ascd-express/vol6/615-koppelman.aspx>).

1. All students should be encouraged to affirm themselves as unique individuals and they should accept and respect the differences shaping individual identities of other students.
2. Students should learn about their group from the school curriculum and about the diverse groups in American society to have a basis of appreciation and respect for cultural diversity.
3. Students should engage in intergroup dialogues that promote cross-cultural communication skills and reduce biases and prejudices.
4. Students should learn to be critical thinkers able to analyze historical and contemporary issues in order to make intelligent decisions about problems and conflicts.
5. Students should engage in activities that address social justice issues and be encouraged to develop and implement strategies to respond to such issues in their school and their community.

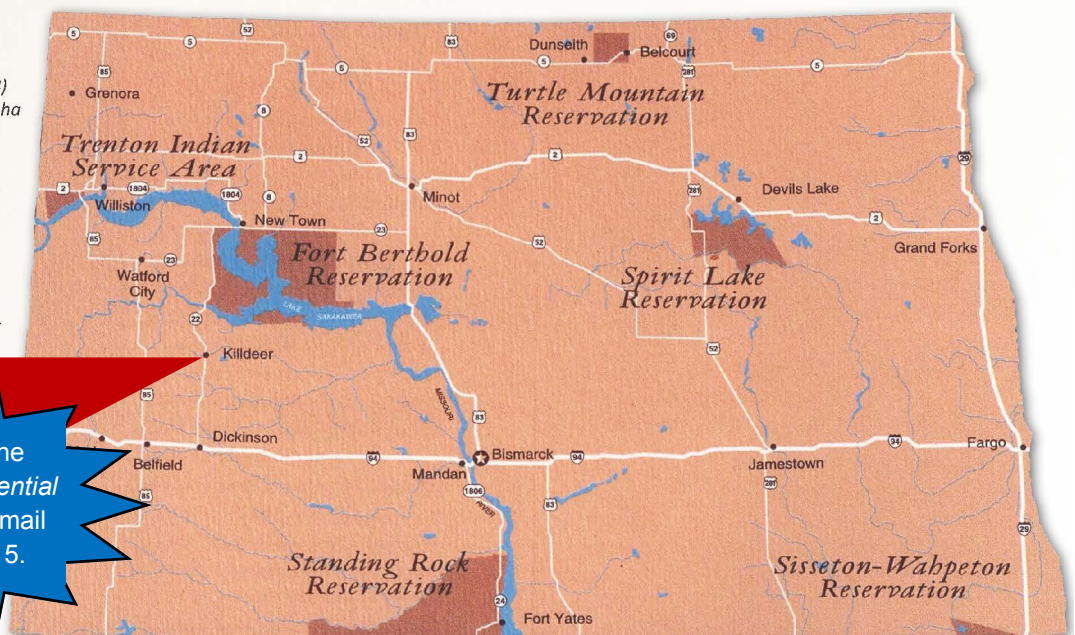
It is the hope of both the ND Department of Public Instruction and the tribal Elder team of writers that these seven NDNAEU can create a framework for learning that will foster these outcomes. The NDNAEU are merely a starting point for this work. It is our expectation that the next several years will see the active engagement of many more educators, administrators, tribal Elders and communities in developing additional resources, lesson plans, curricula, video interviews and collaborative projects as guided and informed by the NDNAEU. The ultimate goal of this document is to increase learning, understanding and well-being among all North Dakota students, educators and communities.

Sources:

Multidisciplinary Research on Hawaiian Well-Being Vol.9 (2013)
Copyright © 2013 by Kamehameha Schools. Accessed 10/11/2015 at www.ksbe.edu/_assets/spi/huilili/huilili_vol_9/7_2013_Vol9_Kanaiaupuni_Ledward_rev.pdf

ASCD Express, Vol. 6, No. 15.
Copyright 2011 by ASCD.
Accessed 10/11/2015 at www.ascd.org/ascd-express/vol6/615-koppelman.aspx

Districts will receive the Native American Essential Understandings via email on December 15, 2015.



ELL Resources

ACCESS 2.0 Resources

♦ NDDPI Webinar - ACCESS 2.0 Resources:

www.nd.gov/dpi/Administrators/IME/Resources/Presentations_Recordings/

♦ Requirements for Testing:

- Test Coordinators and Test Administrators need to go through their interactive training checklists on the WIDA website to be certified to test.
- Technology Coordinators' checklist is different. It is a pdf checklist housed on the WIDA AMS and is more of a preparation checklist and not a training checklist. Therefore, they need to ensure they have a discussion with their test coordinator to make sure everything is ready for the assessment. Also, Technology Coordinators only need an account to the AMS; Test Coordinators and Test Administrators will need both an account for the WIDA website and the AMS.
- All Test Coordinators/Administrators need the new online *ACCESS 2.0 Grades 1-12*
- *Test Coordinators/Administrators need NEW training depending on what assessments they will be administering:*
 - Kindergarten ACCESS
 - Alternate ACCESS
 - Paper-Based ACCESS

♦ ACCESS for ELLs 2.0 Training Courses: The training courses are available online at www.wida.us/client/index.aspx (a WIDA login is required) and appear as follows:



- ♦ **WIDA Accounts:** To obtain a WIDA account for training purposes, please either contact your district coordinator or email [Lodee Arnold](mailto:Lodee.Arnold@nd.gov) or call (701) 328-1876.
- ♦ **WIDA Account Management System (AMS) Accounts:** District Coordinators received an email from Data Recognition Corporation (DRC) regarding their WIDA AMS account setup. Find out who has this access for your district. This individual is responsible for the following:
 - Creating WIDA AMS user accounts and assign permissions for your School Test Coordinators, Test Administrators, and Technology Coordinators.
 - Reviewing and completing all applicable steps listed in the interactive checklist of the WIDA Training Course.
 - Ordering materials for the district (unless school coordinators are designated).

To obtain an account in the WIDA (AMS), please contact your district coordinator or Lodee Arnold.

- ♦ **Preparation Resources** are available on WIDA'S Preparations Resources page at www.wida.us/assessment/access20-prep.aspx.
- ♦ **Prepare Your Staff!** ACCESS 2.0 preparation webinars are available on the WIDA website for your testing staff. They are specific to Technology Coordinator, Test Coordinator, and Test Administrator. To register, go to www.wida.us/assessment/access20-prep.aspx.

Parent Involvement Resources



The NDDPI's Division of Student Support & Innovation, Office of Indian/Multicultural Education is in the process of developing monthly communication resources for schools to disseminate to parents each month. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one page resource template is outlined below to assist schools in encouraging parent/guardian involvement. This template is customizable to meet school needs.

For each month, the resource includes ideas and opportunities that could be shared with parents. The resources are certainly not inclusive and staff is encouraged to add their own creative ideas and activities related to their school/district.

In study after study, researchers discover how important it is for parents to be actively involved in their child's education.

Studies find that students with involved parents/guardians are more likely to:

1. earn higher grades and test scores
2. pass their classes, earn credits, and be promoted
3. attend school regularly
4. have better social skills, show good behavior, and adapt well to school, graduate, and go on to further education¹

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. create a home environment that encourages learning
2. express high (but not unrealistic) expectations for their children's achievement and future careers²

The Parent Institute, *Selected Parent Involvement Research* A summary of selected research compiled by Dr. John H. Wherry, President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474, U.S.A.^{1, 2}

♦ **Helping Your Child Perform Well on Tests:** Here are some suggestions on what parents can do to help their children perform well on tests:

- Instill the value of learning in your child at an early age.
- Make sure your children are good readers.
- Communicate frequently with your child's teacher or teachers.
- Know your child's learning progress and needs by monitoring assignments, homework, and test performance.
- Establish a regular time for homework and studying.
- Don't make your child nervous about tests, even big ones.
- Encourage your child to develop a positive attitude toward school and testing.
- Review tests with your child after they are returned home for what your child did and didn't understand.
- Remember, tests and grading systems are not perfect.

Parent Involvement Resources



December



The following information could be disseminated to parents during the month of December:

- ♦ **Encouraging Words and Phrases:** Encouraging words can be as simple as, “Thanks for your help!” or “You really worked hard!” It motivates a child from the inside to demonstrate positive behavior and to value things like hard work, improvement, teamwork, and perseverance. The best part about using encouraging words with your kids is the glow of happiness you’ll see on their faces. After all, “Your hard work is really paying off!” says you noticed their work, while “You’re so smart,” might be hard to live up to next time. Try a few of these encouraging words with your kids and watch their behavior—and effort—improve. For a list of encouraging words and phrases, go to www.positiveparentingsolutions.com/parenting/encouraging-words.
 - ♦ **Fun Math Grocery Shopping Games for Kids:** Shopping games for kids can include something as simple as math. With a toddler and preschooler, practice counting. You can count everything from how many canned vegetables are on the shelves to the people in the store. Also, point out the numbered aisle signs and practice recognizing the digits. For older kids, practice adding, subtracting or using anything that they are learning in school and turn them into shopping games.
 - ♦ **What Parents Can Do to Motivate their Children to Read:** Parents can have a very strong influence on their son's or daughter's motivation to read, says Rosemary Miller, coordinator of the Literacy Initiative at the University of Minnesota. Miller cites parental modeling as a critical ingredient in motivating kids to continue reading on their own through middle and high school. Young people should see parents reading, and reading materials should be in clear view around the house. Miller also recommends that parents set time every day or week when the family reads together. “You can make it a family book club where each member gets a chance to recommend a book to read,” she said. All book choices should be honored unless a choice would be inappropriate for younger children. Other things parents can do to motivate their kids to read include playing audiotapes of books in the car and carrying reading material when traveling and/or waiting to see the doctor or dentist. Encouraging preteens and teens to read nonfiction also can bolster their reading comprehension, as people learn how to extract information and make inferences from nonfiction, said Miller. Parents can help their children with academic reading, too. For examples and more information, visit www.pta.org/content.cfm?ItemNumber=1703.
 - ♦ **Parent Involvement Matters!** Share this video with your school's parents as a fun visual explanation of how important their involvement is in their children's education! Great for parent-teacher conferences, monthly parent activities, and back-to-school night. To access the video, go to www.ptotoday.com/video/13-more-videos/detail/211-parent-involvement-matters. A YouTube video link is also available at <https://youtu.be/nOhZ6U5yaXA>.
 - ♦ **Take Family Field Trips:** Plan an event where someone else does all the work for you! Get a group discount at a popular entertainment venue and invite the entire school community to join in the fun. Kids will have a blast, and parents will enjoy socializing, too. For example, plan a bowling tournament for families to compete against one another or just enjoy a night of music and bowling.
-

Title I Schoolwide Reminders

2015-2016 SCHOOLWIDE PLANNING YEAR SCHOOLS:

- ♦ Continue schoolwide planning team meetings and share information with all staff
- ♦ Complete comprehensive needs assessment process (diagnostics in ASSIST)
- ♦ Complete goals and plans in ASSIST
- ♦ Create plans to document required schoolwide components
- ♦ Upload documentation of Title I Schoolwide Assurances in ASSIST
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule and document parental involvement training opportunities

CURRENT SCHOOLWIDE SCHOOLS:

- ♦ Submit *Schoolwide Documentation Tool* if transitioning to ASSIST
- ♦ Complete documentation for comprehensive needs assessment
- ♦ Identify and document goals/objectives
- ♦ Conduct regularly scheduled schoolwide planning team meetings
- ♦ Update information in selected online tool (NDMILE or ASSIST)
- ♦ Update plans for documenting the required schoolwide components and include supporting documentation for Title I monitoring
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule and document parental involvement training opportunities



Connect More

Other newsletters published by NDDPI:

[North Dakota AFTERSCHOOL Update](#)

21st Century Community Learning Centers

[Research/Resources Report](#)

Research and resources on educational issues relevant to North Dakota schools

[STEAM Newsletter](#)

Title II B—Math Science Partnership

[ND ExcELLing Educator](#)

Title III—English Language Learner programs

[North Dakota Homeless Education Program](#)

Updates on McKinney-Vento and other homeless information

[ConnectED](#)

NDDPI Quarterly Newsletter

[Directions Newsletter](#)

[Roundup Newsletter](#)

[Administrative Updates](#)

Child Nutrition & Food Distribution

[Flickertail Newsletter](#)

[Discovery Newsletter](#)

North Dakota State Library

STEAM News



Mayim Stith is a West Fargo High School student who will be a graduate of the first cohort of students who attended the STEM middle school several years back. In this article, Mayim reflects on her experience and how it has impacted her lifelong perspective.



The Engineering Design Process is an eight-step process for problem solving that I first became familiar with sixth grade. Since then I have used it to write a scholarship-winning essay, teach geography to friends, tile a floor, find a prom date, and work at a preschool. It may be the most useful and important thing I have learned as a student.

My sixth-grade class was the largest ever in our school district. With years ahead before new buildings could be constructed, the solution was to send extra students to a spare community building for their middle school education. In an attempt to turn this overflow bin into an attractive option, the school board decided to make it an educational experiment. The new campus would be driven by the principles of something called STEM Education, an all-but-unknown term in 2009.

I went to the STEM Center because I was terrified of middle school. I also went to the STEM Center because it was in my backyard. I did not go to the STEM Center because I was particularly interested in science, technology, engineering, or math. My interests were books, music, and writing. However, because my interests also included avoiding the big middle school with its intimidating maze of hallways and crowds of people, when asked if I wanted to give this a try I said, "Sure, why not?"

The first hint that my new school was going to be somewhat non-traditional was the fact that our chairs had not arrived. On the first day we had smartboards, 120 students, 7 teachers, and a pile of carpet squares. My math teacher was unperturbed. With our carpet squares in a circle, we spent the day designing our seating chart on graph paper. It was like no math lesson I had ever experienced.

I don't think everyone would say that their middle school years were among the best in their lives. I would. I learned slope by designing a golf course. We sat on stability balls and curated project fairs. Many people don't realize that it takes more than an acronym to make education STEM; it takes teamwork, problem-solving, and project-based learning. I worked in small groups to complete projects that united threads from all my classes and individual interests. Often our teams would gather in a classroom and stay there all day, utilizing all our subjects in our work and rendering the musical chairs game of bells and class periods obsolete. All around there was the Engineering Design Process: define the problem, research the problem, brainstorm solutions, choose the best solution, build a model, test your solution, communicate your results, and redesign as needed.

District Required Plans

The NDDPI received a phone call from a superintendent in a North Dakota public school district wanting to know if there was a place on NDDPI's website listing the various plans required by state and/or federal law. There is not a designated website for this, so we did some research and identified the various plans required of North Dakota school districts. We wanted to share with all educators what we found. The following list outlines the various plans that may be required of districts.

- ♦ Wellness – The USDE requires districts to have a local Wellness Plan. Email [Linda Schloer](#) with questions on this plan or call (701) 328-4565.
- ♦ Technology – Technology Plans used to be required for districts receiving Title IID funds as well as required for E-rate. The ETC has a record of all school tech plans that expire in June 2016. After June, we won't require them any longer, but encourage and provide support for their development. Log on to www.ndetc.k12.nd.us/technology-plan-resources/ to review the technology plans.
- ♦ Library – The NDDPI previously required a Library Plan as part of Accreditation, but this plan has not been required since the Accreditation rules changed.
- ♦ Schoolwide – Title I schools operating as schoolwide must develop a Schoolwide Plan and keep it current during their status as a Schoolwide Title I program. Email [Stefanie Two Crow](#) with questions on this plan or call (701) 328-2287.
- ♦ Program Improvement – Title I schools identified for improvement are required to develop and submit an improvement plan to the NDDPI. Email [Laurie Matzke](#) with questions or call (701) 328-2284.
- ♦ Professional Development/Needs Assessment – All school districts receiving Title II/REAP funds are required to have a Professional Development Plan and an annual needs assessment. Email [Laurie Matzke](#) with questions or call (701) 328-2284.
- ♦ Facility Plan – Districts must file a Facility Plan for construction approval for projects over \$250,000. Information on school construction approval is kept on the unit's webpage. Email [Jerry Coleman](#) with questions or call (701) 328-4051.
- ♦ ELL/LEP Plan – Districts report on the MIS01 the LEP/ELL Plan which collects the Student Identification Plan and the Student Assessment Plan. Email [Lodee Arnold](#) with questions or call (701) 328-1876.



2016 Summer Institutes

The NDDPI is happy to announce two upcoming summer trainings. The NDDPI is committed to offering high quality professional development to school personnel as well as opportunities for staff to obtain graduate credit needed to renew teaching licenses.

Reading Summer Institute **June 21-22, 2016, Mandan ND**

Superheroes Teach Reading!

Presenter: Melissa Hiltner



Description:

This two-day reading institute will focus on the power to help our students who may struggle with reading, along with gaining strategies that are aligned to the North Dakota State Standards in English language arts. We will spend time looking at “Power Standards” and how they can help activate knowledge of struggling readers in the classroom and give them the skills they need to succeed. Focus will be given specifically on effective vocabulary instruction with numerous samples and ideas to take back directly into your classroom. Participants will also share and collaborate with other reading teachers across the state in order to learn and plan for effective reading instruction. Participants will receive an array of ideas for formative assessments in reading and learn the importance of having students track their own progress through data folders.

This institute will also touch on Carol Dweck’s theory of the growth mindset that teaches students that “struggling is a normal part of the learning process for all of us.” Strategies and resources will be shared that reading teachers will be able to take back to their classrooms and begin using on the very first day of school!

All of us have been given the power to make a difference in the lives of our students and in their eyes, you are the real superhero!

Math Summer Institute **June 13-14, 2016, Mandan ND**

Connecting Student Engagement, ND State Standards Expectations, and Effective Teaching Practices in Mathematics



Presenter: Lori Gibson

Description:

Because of the implementation of the North Dakota State Standards, there is an increased emphasis on deepening the understanding of flexibility with number and operations. Participants will become more familiar with how this looks, feels, and sounds like as they engage in a variety of activities both as learners and as teachers reflecting on the learning process.

If my student is not meeting grade level expectations in mathematics, how can I build on his/her current understanding in order to close the gap? How can we engage students in learning and practicing basic facts, so it does not seem like a “drill and kill” session? What is the suggested learning progression of number and operations in grades K-8? What questions can we ask our students to deepen their understanding? These questions and more will be addressed during this two-day summer institute.

Join us as we practice basic skills with number cubes, number cards, paperclips, movement, array cards, and much more! Participants will leave with materials, suggested websites, and a “Number Talks” resource in order to implement these practical activities into their classrooms immediately.

The registration link for these events will be posted at www.nd.gov/dpi/events/ as soon as it becomes available.

NDDPI Office of Special Education to Host Law Conference

The first annual Northern Plains Law Conference on Students with Disabilities was held September 21-23 in Rapid City, South Dakota. The conference was a great success with close to 200 people in attendance. The conference is hosted by The North Dakota Department of Public Instruction, South Dakota Department of Education, Montana Office of Public Instruction, and The Center for Technical Assistance for Excellence in Special Education (TAESE).

Dynamic experts in special education law presented on such topics as parent roles and rights, dispute resolution options, bullying, behavior, discipline, and early childhood. In addition to the many breakout sessions offered, the participants heard a year in review of important court decisions and a panel of attorneys answered pressing questions from the audience. The conference is designed for general and special education staff, administrators, state/school district attorneys, state education department staff, related services staff, parents, and other stakeholders.

The NDDPI Office of Special Education is excited to announce that the second annual Northern Plains Law Conference on Students with Disabilities will be held in Bismarck, ND, October 3-5, 2016.

North Dakota Alternate Assessment Update

North Dakota's Alternate Assessment (DLM) is designed to map a student's learning throughout the year. North Dakota has two testing phases. Phase one is the Instructionally Embedded phase which will be occurring, November 9, 2015-February 29, 2016. Students will be assessed at least once on each Essential Element that is chosen by their teacher. The Essential Elements are chosen following the DLM English Language Arts and Mathematics blueprints. The results from this phase will factor into North Dakota's overall accountability reports.

Phase two, spring window testing occurs, March 16, 2016-June 5, 2016. Students will be re-assessed on a subset of the previously tested Essential Elements completed during phase one. The DLM system selects five testlets per content area, five English language arts and five mathematics. These results will also factor into North Dakota's overall accountability reports.

Please consult with your local Alternate Assessment Coordinator or Special Education Unit Director for more information, or visit the ND-DLM website at <http://dynamiclearningmaps.org/northdakota>.



LEARNING MAPS

ASSESSMENTS

PROFESSIONAL
DEVELOPMENT

RESEARCH

MEDIA

ABOUT US

[Home](#) » [Assessments](#) » [Operational Testing](#) » North Dakota

NORTH DAKOTA

DLM has defined the following roles for participants in administering assessments. Select a role below to narrow the list of resources.

- Test Administrator (teacher or other qualified examiner)
- Assessment Coordinator (supports assessment implementation; supports test administrators)
- Data Steward (manages student and enrollment data, Educator Portal user accounts)

CONTACT



Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

December 2015	<u>ELL Data Team Training (WIDA)</u> December 1-2, 2015 in Bismarck, ND
March 2016	<u>2016 National Forum on Dropout Prevention for Native and Tribal Communities</u> March 6-9, 2016 in Oklahoma City, OK
April 2016	<u>2016 2nd Annual Early Childhood Education Conference</u> April 14, 2016 in Bismarck, ND
June 2016	<u>Math Summer Institute</u> June 13-14, 2016 in Mandan, ND <u>Prevent-Teach-Reinforce (PTR) Training</u> June 20-24, 2016 <u>Reading Summer Institute</u> June 21-22, 2016 in Mandan, ND
July 2016	<u>Laying the Foundation Training</u> July 12-15, 2016 in Minot <u>3rd Annual North Dakota Indian Education Summit</u> July 12-13, 2016 in Bismarck, ND
October 2016	<u>Northern Plains Law Conference on Students with Disabilities</u> October 3-5, 2016 in Bismarck, ND





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